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ABSTRACT

This booklet serves as a basis for an experience-based group guidance workshop for school counselors. By providing activities, practice in methodology, and feedback, the workshop aims at the following objectives: (1) to equip counselors with specific techniques appropriate to group leaders; (2) to encourage counselor creativity in group guidance activities; (3) to promote personal development of group leaders; and (4) to develop improved skills in interpersonal relations. The major techniques employed to meet these objectives consist of brainstorming, achieving consensus, building group unity, and role playing. The booklet discusses five types of group leadership styles and provides evaluation skills related to group activities. Personal growth sessions and communication skills constitute additional emphasis of the workshop. (Author/LAA)

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GROUP EXPERIENCES

****FOR SCHOOL COUNSELORS

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GROUP EXPERIENCES FOR SCHOOL COUNSELORS

A Program Guide
for
Group Processes Workshops
for
School Counselors

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State of Tennessee
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TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Brainstorming	3
III.	Consensus	6
IV.	Factors in Achieving Consensus	7
V.	Group Cohesiveness	8
VI.	Decision-Making Checklist	10
VII.	Warm-ups	11
VIII.	Role Playing	15
IX.	Five Types of Group Leadership	19
X.	Task Group Exercises	21
XI.	Evaluation Skills	22
XII.	Communication Checklist	24
XIII.	Conflict Worksheet	25
XIV.	Evaluating Verbal Responses	27
XV.	Group Dynamics Crossword Puzzle #1	28
XVI.	Personal Growth Sessions	31
XVII.	Helping Children Grow Through Sharing	33
XVIII.	Guideline for Personal Growth Sessions	38

INTRODUCTION

This publication was designed for State Department of Education sponsored group processes workshops offered across the state of Tennessee in the summer of 1972.

Group Experiences has been developed to meet the following criteria necessary for use in a five-day intensive, experience-based workshop:

1. Each activity must be written in brief form so that participants may spend their workshop time primarily in activities rather than in reading.

2. Some opportunity and encouragement must be provided for participants to consider how the exercises may be meaningful to them and how they may apply appropriate exercises to their own school counseling situations.

3. The publication must be comprehensive, offering both a variety of specific skills and techniques for counselor use and exercises which encourage the counselor's personal and interpersonal growth so that he can better use those skills.

4. The total publication length must be brief enough so that it can be entirely utilized in a five day program.

5. The publication should be an aid to direct learning through participation rather than an abstract learning-about book.

Similar workshops have been offered through cooperation with Memphis State University in 1970 and 1971. A variety of books and manuals were used in previous workshops, but none of them were found to meet these criteria.

There are four goals for the workshop. Group Experiences provides activities and exercises to assist in reaching each of these goals. Active involvement of participants will be emphasized. Counselors will participate in experience, practice methodology, and receive feedback on a continuing basis. The following goals are involved in this experience-based approach:

1. Equip counselors with specific techniques appropriate to group leaders. Among the tools included are brainstorming, role-playing, problem-solving, discussion methods, consensus development, evaluation tools, and conflict resolving.

2. Encourage counselors to be creative in group guidance activities. Counselors will be encouraged to be creative through task group assignments, emerging small group problems, and the attitudes displayed by the facilitators. It is also expected that creativity will emerge as participants plan application of workshop skills to their own school situations.

3. Promote the personal development of group leaders. Personal growth exercises and activities will be planned for more than one-third of the workshop time. These exercises are designed to help counselors increase their self-understanding, improve their self-awareness, develop a more-positive self-concept, and focus on the development of strengths.

4. Develop improved skills in interpersonal relations. This goal is closely related to the goal of personal growth. It is imperative that a group worker function effectively in his relationship with himself and with others. Otherwise he cannot escape burdening his groups with his own limitations and weaknesses. In one sense the entire workshop is devoted to developing skills in interpersonal relations, since participants will be actively involved in interpersonal activities throughout the workshop. Each participant will also be given the opportunity to practice and experiment with interpersonal communication skills. Feedback will be given so that each counselor may learn the effect he is having on others and make appropriate adjustments.

BRAINSTORMING

A group technique which is popular for use in generating ideas in a wide variety of situations is brainstorming. It is designed to develop radically new ideas and for success depends upon an uninhibited atmosphere, spontaneity, and team-work. It was developed by an advertising executive, Alex Osborn, to counteract negative conference thinking resulting from the judgmental nature of many business conferences, fear of offending those in authority, timidity, prejudices, feuding with fellow workers, and, as Clark[1] says, "man's natural tendency to turn down ideas."

This technique may be used with small or large groups, but in industry the twelve-member group is probably most popular. The problem to be attacked must be important and preferably one of action rather than of policy. The first step is to state the problem as clearly and specifically as possible. When the problem is satisfactorily defined, the members start reporting any ideas that come to mind regardless of how simple or complex, radical or obvious, Osborn[2] offers four "basic rules":

1.) Criticism is ruled out. Adverse judgment of ideas must be withheld until later.

2.) "Free wheeling" is welcomed. The wilder the idea, the better; it is easier to tame down than to think up.

3.) Quantity is wanted. The greater the number of ideas, the more the likelihood of winners.

4.) Combination and improvement are sought. In addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea.

After all ideas have been recorded and catergorized, the group evaluates them, using specific criteria determined by the group or by those who must put the ideas into use. Some ideas may be quickly discarded because they fail to satisfy the evaluative criteria in terms of cost, workability, and the like Some ideas are retained and tried that might never have been advanced under the usual conference conditions because they seem too obvious or too "wild."

Brainstorming is a good exercise for helping members to unleash their creative intelligence and for helping them to appreciate the importance of a group's utilizing its resources for originality and creativity. Adolescents and youth find the procedure as stimulating as do their elders in business and industry.

Other exercises designed to help the group develop discussion skills can be devised by the worker and group members. Some clues may be found in the references listed for this chapter.

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[1]Charles H. Clark, Brainstorming, p. 53. New York: Doubleday & Company, Inc., 1958.

[2]Alex F. Osborn, Applied Imagination: Principles and Procedures of Creative Thinking, rev. ed., p. 84. New York: Charles Scribner's Sons, 1957.

BRAINSTORMING NOTES

It seems that groups learn the brainstorming technique faster when they are allowed to practice on some simple problem such as, "What different uses can you make of a brick?" or "Name as many ways as possible to use a coat-hanger." What are some other simple problems which can be used to teach brainstorming?

List some of the activities in which you think you may be able to use brainstorming.

A modification of brainstorming may be used for getting solutions to individual problems. Write down a specific problem and spend a few minutes listing as many solutions as possible to your problem.

BRAINSTORMING NOTES

You will be given some problem pertinent to counseling or group guidance such as the ones listed below.

1. What are some group guidance activities which might be carried on in our schools?
2. What are some ways counselors can encourage schools to carry out more group guidance activities?

Use the space below and on the back to record the suggestions given.

Circle the items above which you think are appropriate to your situation.

CONSENSUS

The process of consensus is the process of reaching agreement satisfactory to all. The agreement may not be one which is exactly what everyone wanted. On the other hand it is not an agreement which is reached by simply voting on a position and allowing the majority to rule. Consensus is marked by a consideration for all views, with the final agreement being one which is at that point acceptable to the group as a whole. Consensus, then, is a process which requires participation, interaction, and respect. It may consume more time than other methods.

You will be asked to be in a group working on a consensus problem. It may be the "Lost on the Moon" problem produced by National Training Laboratory. It may be the ranking in order of importance school group guidance activities named in a brainstorming session. You may be asked to reach consensus on a workshop outing for Thursday evening.

After you have worked on one problem of consensus, write your observations below about the process. It may help you to read "Group Cohesiveness" "Decision-Making Checklist" and "Factors in Achieving Consensus" on the following pages. After you have made your observations, share them with the group.

FACTORS IN ACHIEVING CONSENSUS

1. Working in groups to build cohesiveness before working on problems requiring consensus.

2. Having a common goal.

3. Developing a plan for reaching consensus

4. Working in an organized fashion

5. Considering what you can accomplish with limits of time and other factors.

6. Designating a chairman may be helpful in working with factors as factions or dissension.

7. Identifying and utilizing expertise in the group.

8. Encouraging each person to express himself.

9. Avoiding the blocking of people who try to express a point.

10. Considering realistic priorities.

11. Identification of individuals with the group.

12. Dealing with problems which occur instead of ignoring them, such as dominating group members or other factors.

GROUP COHESIVENESS

Definition. Group cohesiveness is the elastic psychological glue which pulls individual group members together.

Group Commitment and Cohesiveness. "Solidarity or cohesiveness is the over-all attractiveness of a group for its members and its power to influence members and hold them in the group. The cohesive group is characterized by high morale, smooth teamwork, and mutual trust. In general, its members are friendly together, understand and accept the group's goals, feel strongly loyal to the group, like to brag about it, and are willing to work and even to sacrifice for it." (Warters, 1960)

Openness and Cohesiveness. When group members develop the feeling that they are secure within the group . . ."they can be themselves, discuss the problems that bother them, accept others' frank reactions to them, and express their own genuine feelings toward others." (Ohlsen, 1970)

Group Defenses and Cohesiveness. "The more cohesive the group, the more it can be expected to move to a new attitudinal position as an integrated whole. But cohesiveness itself is a condition which is complex and not easily understood. Cohesiveness exists when each member believes that every other member is appreciated by and necessary to all others in the group. This sense of being bound together may result from pressures outside the group or from the growth of respect, acceptance, and affection within. The results of outside pressure may appear to the observer to be genuine unity. This type of cohesiveness is not stable, however, and it dissolves when the threatening condition or fear of a punitive status authority is no longer present." (Kemp, 1970)

Belongingness and Cohesiveness. "When one of us, as a group member, becomes able to share his feelings of happiness or frustration with members in our group, others are stimulated to participate in a similar vein. Shared feelings become common property. It is this common property which heightens the identity with the group and feelings of belongingness to the group. Increased cohesiveness makes the group more able to handle constructively larger amounts of overt conflict." (Jenkins, 1948)

Learning in the Group and Cohesiveness. "Sometimes teachers, seeking to develop cohesive forces, inject group tasks periodically and sporadically, frequently of an extracurricular nature. This may develop a temporary group cohesiveness, depending upon whether the task is competitive or cooperative, upon the group climate, and upon the interrelationships among members and with the teacher. It will not, however, bring the steady group strength which will ultimately result if the group is encouraged to deal with its own basic group problems. Working with others on the serious and personal task of improving one's own learning will make for greater group cohesiveness and will increase the influence potential of group on member." (Bradford, 196

Cohesiveness and Change. The degree of group cohesiveness varies from group to group and from time to time. A high degree of cohesiveness is usually sought because of the positive group outcomes and desirable effects on members. The highly cohesive task group is characterized by a zest for change, efficiency, good morale, attainment of group goals, unity, trust, and a sense that the group and its work are important. A member of such a group

manifests the qualities of commitment to the group, openness, appropriate defenses, belongingness, responsiveness to learning and to change. It is hoped that these qualities emerge progressively in the everyday activities of such a group member. Cohesiveness is the stuff from which change flows.

REFERENCES

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Kemp, C. Gratton. Perspectives on the Group Process, 2nd edition, New York: Houghton Mifflin Co., 1970, p. 115.

Ohlsen, Merle M. Group Counseling. New York: Holt, Rinehart, and Winston, 1970, p. 91.

Warters, Jane. Group Guidance. New York: McGraw-Hill, 1960, p. 17-18.

DECISION-MAKING CHECKLIST

Complete this checklist after a group decision-making session. Place an X in the appropriate blank on each of the following continuums. Discuss your results with others in the group. Discuss what you believe would be ideal.

Leader-dominated	___	___	___	___	___	No one dominated
Leader encouraged all to participate	___	___	___	___	___	Leader did not encourage participation
Decision reached by consensus	___	___	___	___	___	Decision not reached by consensus
Problem-solving used	___	___	___	___	___	Problem-solving not used
Discussion dominated by one or more members	___	___	___	___	___	Discussion not dominated
Discussion stayed on topic	___	___	___	___	___	Discussion not on topic
Decision made on relevant facts	___	___	___	___	___	Decision not made on relevant facts
Majority decision	___	___	___	___	___	Not majority decision
All members felt equally free to participate	___	___	___	___	___	Members did not feel free to participate
Members' expertise considered	___	___	___	___	___	Members' expertise not considered
Decision made on relevant data	___	___	___	___	___	Decision not made on relevant data
All alternatives considered	___	___	___	___	___	Alternatives not considered

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April, 1972

WARM-UP EXERCISES

One of the most critical times in group work occurs when a group first assembles. Group members may arrive with inappropriate expectations. They may have had unhappy experiences or may have become fatigued prior to coming. They may not have a mental set for personal involvement. At this point, some sort of warm-up exercise may be appropriate. The warm-up exercise should encourage five outcomes:

1. Equality of all group members;
2. Participation of all group members;
3. Positive expectations about the group meeting;
4. A relaxed atmosphere;
5. A feeling of belonging to the group.

The group leader may introduce the activity by saying, "We want to begin with an activity which will help all of us get to know each other better," or some other statement which is appropriate to the particular group. The group may then be divided into dyads or small subgroups to carry out the activity. Some of the following sample instructions will help you to practice the warm-up concept.

1. "Think of something beautiful and share it with your partner (or small group)." Five minutes later, say, "Now think of something that would make teaching (or counseling or human relations work or anything else appropriate) more enjoyable (or helpful, etc.) and share this with your partner (or group)."

2. "Take something from your pocket or purse that has a special meaning for you and share the meaning with your partner."

3. "If tomorrow were suddenly declared a holiday for you, and you could do anything you wanted to do, what would you like to do? Share your ideas with your friend."

4. "What would be an ideal school? Share your ideas with the person you have chosen."

5. Members may be asked to share one or more of the following:
   a. "What makes me feel good."
   b. "What I can do well."
   c. "Things I can do to help people."
   d. "Make a list of things you have in common with each other."

All the examples above are designed to be positive, to encourage people to share their feelings with each other. Instructions with negative connotations such as "Tell how you made someone feel badly" or "Three ways I wish I were different" are not appropriate for groups which are not established.

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April, 1972

WARM-UP ACTIVITIES

1. Characteristics of person you like or dislike.
2. Sharing a secret.
3. Matching names. (Adam and Eve)
4. Take something out of pocket and tell something about it.
5. Find out about person on right and give information to person on left.
6. Introduce the person on your right.
7. Tell one thing you and your partner have in common.
8. Throw shoe in middle.
9. Eye contact.
10. Make poster about yourself and tell.
11. Perception game - using adjectives.
12. What animal or object would you be and why.
13. What would make my school an ideal school.
14. Tell something you learned to do that you are proud of.
15. If we gave away a door prize to any place you want to go, where would it be?
16. Pair by two's. get to know each other as well as you can in five minutes, trying to skip over trivialities.
17. What do you consider an ideal teacher.
18. It made me feel good when - - -
19. I made someone feel bad when I - - -
20. Something I can do very well is - - -
21. What can I do for you?
22. The things I do to help a friend.
23. An interesting day dream.
24. How I became less frightened of something.
25. A thought that keeps coming back.
26. Three ways I wish I could be different.

27. Form pairs or single:
    I am the same as other people.
    I am different from other people.

28. Attitude I like to see in a person. (black or white)

29. When I got scared and it was fun - - -

WARM-UP NOTES

In the space below, write some of the warm-up activities you can use and indicate the type of group with which you can use each one.

You may have noticed that certain attitudes, climates, or procedures seemed to help warm-up activities to be effective. What are some of your observations along this line?

On the back of this page you may want to write specific details about some of the warmups you were more interested in. You may also use the back to list other warm-up activities which were used in the workshop, or you may list warm-ups which you create in small groups.

ROLE PLAYING PROCEDURES

Role playing is a process in which people enact or re-enact some significant event. The purpose may be to achieve understanding or to seek a solution to a particular interpersonal problem. It may be used in the classroom to provide a visual representation to add a dimension to learning. It may be used to demonstrate an interpersonal relationship skill.

Selecting a Role Playing Situation. The situation chosen should be on interest to the group involved. If the group is in counseling, a common problem may be chosen. If a class is to do role playing, consideration may be given to the various topics or areas which will be of most interest to the students. The counselors or students will often be the best source of ideas.

Orientation activity. The person who suggests the role playing situation plays an important part in directing the session. He describes the situatio and the people involved in it. Other group members may ask questions to clarify their understanding of the situation. The purpose of this activity is to set the stage for the actual role playing, but its importance should not be overlooked. Sometimes the verbal interaction in the orientation is enough to help a person see a problem in a new light or rid himself of tension related to the problem. Volunteers may choose the roles they wish to play. The person presenting the problem may suggest actors for other parts Ideally, the actors should be willing to portray the selected roles. Efforts should be made to create a non-threatening environment to encourage volunteers until participants have had enough role playing experiences to feel comfortable. Beginners may practice a few contrived situations to get a feel for playing roles.

Role-playing. After the actors have been selected and the roles have been understood, role-playing begins. There is no script. Instead, the participants "become the characters," trying to feel and think as the portrayed persons would think and speak. Role-playing may be stopped at any time by the director, group leader, or actor. An appropriate discussion of the activity should follow at that point.

Outcomes. Role-playing offers the possibility of many positive outcomes. Th opportunity to express one's fears, anger, and frustration may be helpful as a means of catharsis. The opportunities to see another person's viewpoint and to see a problem in a new perspective are also important. Developmental advantages include practicing interpersonal skills, experimenting with copin behavior, and learning to appraise situations are still other positive outcomes. Care should be taken to avoid pressure on participants to go more deeply into a problem than the group can effectively handle. Care should also be taken to separate an individual from his role after role-playing has taken place, since some individuals tend to remain in roles and since others tend to continue to think of an individual in the role he portrayed.

Variations. Several variations are possible. Mirroring is a technique in which a second group portray the role-playing as they have seen it conducte Role-reversal allows individuals to exchange roles to get the feel of the other person's point of view. Role substitution may be carried out with hy pothetical situations in which observers are shuttled into the role playing process to take the place of various actors. For example, if the hypotheti cal situation is a school board meeting, various people can portray each board member "type" in order to get the feel for his relative position. Th change can be made while the "board meeting" continues.

Robert E. Davis, Memphis State University May, 197

ROLE PLAYING

General

Role playing is a dramatic device which is useful in developing interpersonal skills and diagnosing interpersonal problems. Since role playing may be threatening to groups which have not used it before, the group leader should try to create an atmosphere which will help group members feel comfortable with the process. Some nonthreatening situations might include use of the telephone, a scene at the dinner table, or a small class of rowdy children.

Typical Role Playing Situations

Some scenes that might be role played are as follows:

1. A member can lead the group in recreating a scene in which he was upset or embarrassed. Role playing can help him see the situation in a better light and help the group members understand the individual's problem better.

2. A member can lead the group in creating a role-played solution to his own problem or another member's problem. This method helps group members get a feeling for whether the solution is actually workable or not. This scene may or may not follow number 1 above.

3. Typical problems in interpersonal relations may be role-played. Members will learn both how to spot the problems and how to deal with them.

4. Rehearsal of threatening situations, such as job interviews or asking for a date, can help individuals improve their confidence and their coping ability.

5. A second group can mirror a first group's performance in role-playing. This gives the first group a chance to look at itself. The use of video tape can achieve the same result.

6. An individual may reverse roles with someone else. Role reversal helps him see the other person's point of view.

7. Demonstrations of various interpersonal relationships can help individuals see the relationship more clearly.

Steps

Chesler and Fox separate role-playing into three components.

1. Preparation and instruction, including warm-up and clarifying the purpose.

2. Dramatic action and discussion, including the bringing back of participants to every day reality and separation of the persons from their acting role.

3. Evaluation, including success, failure, and understanding of events.

Tips

The authors of this role-playing description offer the following suggestions for role-playing:

1. Don't rush. The discussion of the roles to be played may be of vital help to someone's understanding. I have spent an hour helping a student get roles across to people who were going to portray a scene for him. By that time, the student had solved his problem without getting into the actual role-playing.

2. Don't rush. If the group isn't ready for role-playing, don't push them into it. Return to the possibility on another day, or demonstrate the process with a nonthreatening scene.

3. Don't rush. Let the group spend the time it needs to spend in hashing over the enactment. While you may be able to rush in and explain the dynamics yourself, it is important to give the group a chance for self-discovery.

Reference: Chesler, Mark, and Fox, Robert. ROLE-PLAYING METHODS IN THE CLASSROOM. Science Research Associates. 1966.

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ROLE PLAYING NOTES

Role playing may be used to learn skills important in interpersonal relations For example, one can develop social skills important in dining by role playing mistakes in related social graces and then role playing more satisfactory skills. A young person may learn through role playing a feedback how to ask a girl for a date. List some of the skills which one might learn through role playing. Circle those which you feel you can use in your school

Role playing can be used to learn how other people feel. For example, an individual may play the role of someone who is teased in order to understand what the teased person feels. What are some other role playing situations in which one can learn how others feel? Can you be specific?

On the back of this page you may want to list other role playing activities you can use in your situation.

FIVE TYPES OF GROUP LEADERSHIP

The five types of group leadership described here are presented for purposes of studying types of leaders and leadership in groups. It should be remembered that the "types" may be difficult to identify in their pure state. Leaders may operate in an eclectic pattern and leadership acts may transcend strict typological categories. Nevertheless, leadership types do tend to emerge, and research findings indicate that the type of leadership may have a profound effect upon group functioning and productivity.

The Laissez Faire Leader. The laissez faire leader is very permissive. Group goals, controls, plans, direction, and self-examination are left entirely to the group. The leader's goals, values, needs, and desires for the group are never imposed on the group. The group may be called a leaderless or a planless group. The laissez faire group may have difficulties when individual group members desire structure or specific direction or when two or more members vie for leadership. Keen competition for power, dominance, or stature may result in the group's disruption or in a change in type of leadership.

The Autocratic Leader. The autocratic leader maintains control of the group's plans, direction, and activity. The leader's own goals, values, needs, and desires are likely to be kept in focus. The group functioning is structured to fulfill the objectives the leader sets. The leader exerts pressure on the group to insure that outcomes are congruent with the outcomes the leader determines are needed. Qualities such as freedom, creativity, permissiveness, etc. are found only to the extent the autocratic leader permits. A basic assumption is that the leader has more knowledge about both content and process than any other member of the group; therefore, the leader knows what is best for the group.

The Democratic Leader. The democratic leader exercises control insofar as the group itself mandates. Group decisions are a function of the "majority rule" principle. The democratic leader respects the rights of each member to participate in group activity, discussion, and decision-making. The leader is responsible to the group membership for representing them outside the group, for keeping the group moving toward the goal the majority is committed to achieving, and for making provisions for the group to see how it is doing. The leader is a member with equal rights and responsibilities, but never imposes upon or dominates the group.

The Group-Centered Leader. The group centered group leader encourages members to develop their own goals, direction, controls, and patterns of interaction. Decisions of the group are by consensus. A fundamental assumption of the group-centered leader is that the group (collectively and cohesively) can make better decisons than any single member, including the leader. The leader strives to assist members to clarify purposes and goals, evolve working relationships, develop problem solving strategies, etc., and seeks to enhance each member's self-respect and self-esteem. The leader tries to

nurture group cohesiveness by protecting the belongingness of each member by ensuring that each is heard and by encouraging open, honest, expression of feeling.

Shared Leadership (or Acts of Leadership). Not all "leadership" is vested in a person in the group. Many times the eclectic approach is inherent in that "leadership" is really a series of different acts by different persons. It is possible for one individual to serve mainly as an encourager, another as a clarifier, etc. Group centered groups are more likely to have shared leadership and a variety of leadership acts than the three other types of groups.

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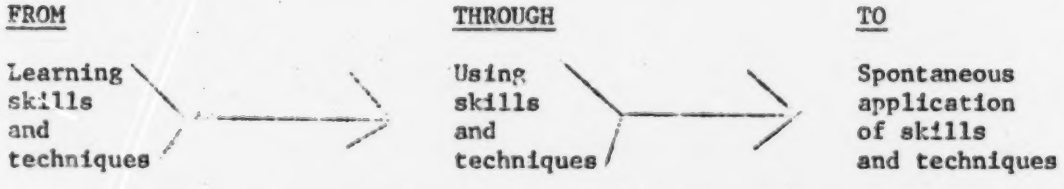
TASK GROUP EXERCISES

Two kinds of task group exercises will be utilized in the workshop:

1. Major task group exercises. Each participant in the workshop will be assigned to a small group which will choose a task from a list of possible tasks. Sample possibilities include vocational planning, drug problems, and social development in school. The task group will plan something in the area to share with the large group. The group may share related facts, solutions to the problem, a dramatization of the situation, or an enactment of an important incident. It may also choose any other related aspect which it chooses. Whatever presentation is made should meet the following criteria:
   a) It should encourage the creative participation of all members;
   b) It should have some form of unity or point of view which conveys something of significance to participants from other groups;
   c) It should demonstrate group processes in some way.

2. Other task group exercises. Other task group activities will be those which grow out of events in the workshop. For example, in a past workshop a small group which was bothered by what they thought to be excessive cigarette smoke worked on procedures to deal with the matter. Then the whole group became involved. In another workshop a task group worked to plan an outing for the workshop participants.

It seems appropriate for workshop activities to move from activities in which skills and techniques are taught, through group activities which are designed to allow creative use of skills and techniques, to group activities which are spontaneous and are developed by participants to meet emerging situations.



In one respect each individual skill is taught in the same three-step process. In another way it may be said that skills are taught, opportunities are found for creative application, and afterwards it is up to the participants to supply the final step in their own schools. In the latter way, task group activities form the link between learning in the workshop and application in participants' schools.

EVALUATION SKILLS

Evaluation skills used in the workshop provide experience for participants in observing a variety of factors related to success in group activities. Some possibilities are listed below.

Formal evaluation. In a formal evaluation of a group activity, the goal and evaluation criteria are precisely stated before significant activity is begun. A test or some other measuring device may be used to measure the exact position of group members as they begin the group activity. At the end of the group activity, the evaluation criteria are brought into play again, and the test or measuring device is used again. The success of the group is determined by the amount of change of the instrument used before and after the activity.

Group Observer. A member of a group or someone from outside the group may be designated as a group observer. The observer does not participate in the group process. Instead he observes and records the process as he sees it. After the group session, the observer shares his observations with the group members and they discuss the session.

Group Evaluation. After the session the group members share their feelings and observations about the process. They may discuss barriers, communication domination, lack of participation, and other factors which they note. For a group primarily interested in learning from its own experience, group evaluation may be used at any time the process seems to bog down. Any member may feel free to say, "Somehow we aren't getting anywhere. I wonder if we could talk about the process for awhile."

Structured Evaluation. A checklist, rating scale, or other device may be used as an instrument to help groups talk about the process. "Communication Checklist" helps individuals evaluate themselves and offers the possibility of feedback from others. It is helpful for a group to develop its own checklist or rating scale. As members talk about items they want to place on the scale, they help each other understand and deal with expectations from various members of the group.

Creative Evaluation Instruments. Students of group process are often very innovative in developing their own evaluation instruments. Sometimes they modify instruments of others to fit their own particular requirements. Instruments have been developed to check how often each person speaks in a session (See "Evaluating Number and Direction of Verbal Responses"), how frequently a group moved from the topic, the amount of time each person spoke, to whom each person spoke, various nonverbal aspects of communication, and emerging leadership skills.

Questionnaires. Questionnaries may be used to ask questions pertinent to the development of groups. "How did you choose your chairman? "Was your task clear?" "Did every person have a voice in the decision reached?"

EVALUATION SKILLS NOTES

Your group will be asked to plan strategies to evaluate an actual group in operation. Your first task is to determine what means you will use to evaluate and who will be responsible for each means. Use the space below for your own evaluation assignment.

When you have completed your planning, you will be ready for the actual evaluation. The best procedure is to use an inner-group outer-group seating arrangement so that the inner group you are evaluating can interact in a small circle. When time is called, you may want to withdraw from the group for two minutes to discuss your evaluation. Then you may move into the circle with the evaluated group and share your findings with them. Remember that the goal is to gain practice in observing.

COMMUNICATION CHECKLIST

Based upon the concept that meaningful learning occurs only when an individual learns through active involvement in the learning process, the Communication Checklist is designed for three purposes:

1. To evaluate yourself as to how well you communicate
2. To provide feedback from others on how well they believe you communicate
3. To serve as a teaching device to help you improve your communication ability

DIRECTIONS: On the basis of a discussion you have just completed do the following:

1. Rate yourself on each item with a checkmark.
2. Circle each item on which you feel you should improve.
3. Discuss your ratings with other group members, getting their reactions to your ratings and your reasons for the rating.

	Less than most people	Like most people	More than most people	Not observed or Does not apply
1) Listens closely to what each person says				
2) Communicates to each group member that he understands his viewpoint				
3) Offers solutions to conflicts which the group faces				
4) Participates in group discussion				
5) Shows respect for other members of the group				
6) Refrains from dominating or imposing his will				
7) Expresses ideas clearly, gets right to his point				
8) Shows tolerance for differing viewpoints				
9) Encourages others to participate				
10) Keeps on topic				
11) Helps others feel at ease				

Robert E. Davis, Memphis State University, 1971

CONFLICT WORKSHEET

The conflict worksheet is designed to help you focus on skills required in relating to conflict. Under three headings, a list of related principles is given, followed by a space for ways to carry out the principle. Separate into two or more subgroups. Discuss each principle, and make a note of your findings. Share your answers with the other groups when you have finished.

AVOIDING CONFLICT:

1. Work on establishing good relationships with the other person.

2. Encouraging the other person to express his viewpoint.

3. Use an organized step-by-step method to deal with problems.

4. Determine what you can concede without sacrificing your principles.

FACING CONFLICT:

1. Determine how strongly the other person holds his viewpoint.

2. Determine how strongly you hold your own viewpoint.

3. Consider the alternatives to open angry confrontation.

4. Estimate the results of continuing the conflict.

RESOLVING CONFLICT:

1. Establish an atmosphere or environment in which the conflict is most likely to be resolved.

2. Write the conflict in terms that both sides agree expresses the conflict.

3. Let both positions be examined with an understanding on the other's point of view.

4. Consider compromise and alternatives.

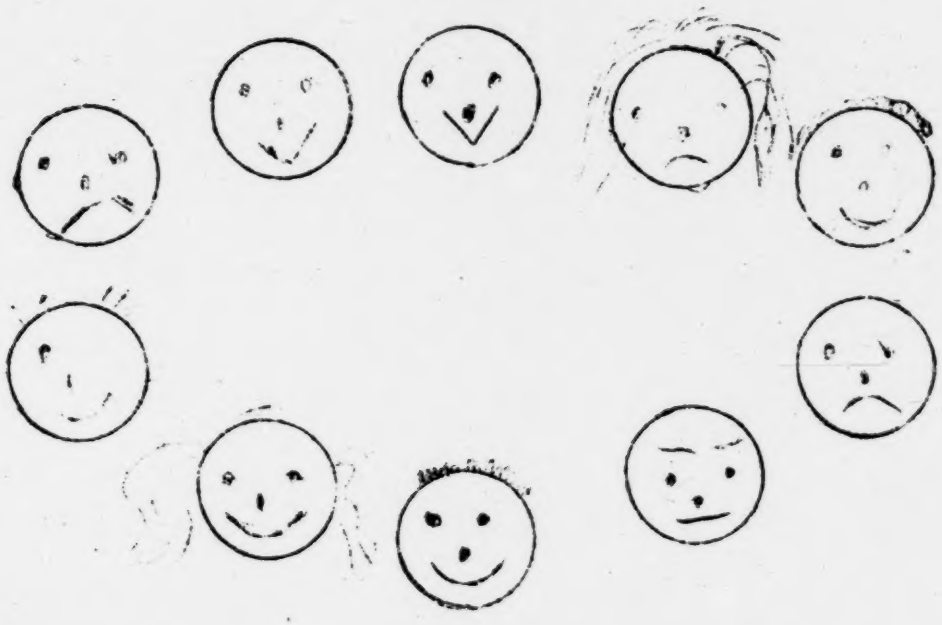
5. Plan to eliminate need for future conflict.

Robert E. Davis, Memphis State University November, 1971

EVALUATING NUMBER AND DIRECTION OF VERBAL RESPONSES

By Burl E. Gilliland, University of Tennessee, and Robert E. Davis, Memphis State University

April, 1972



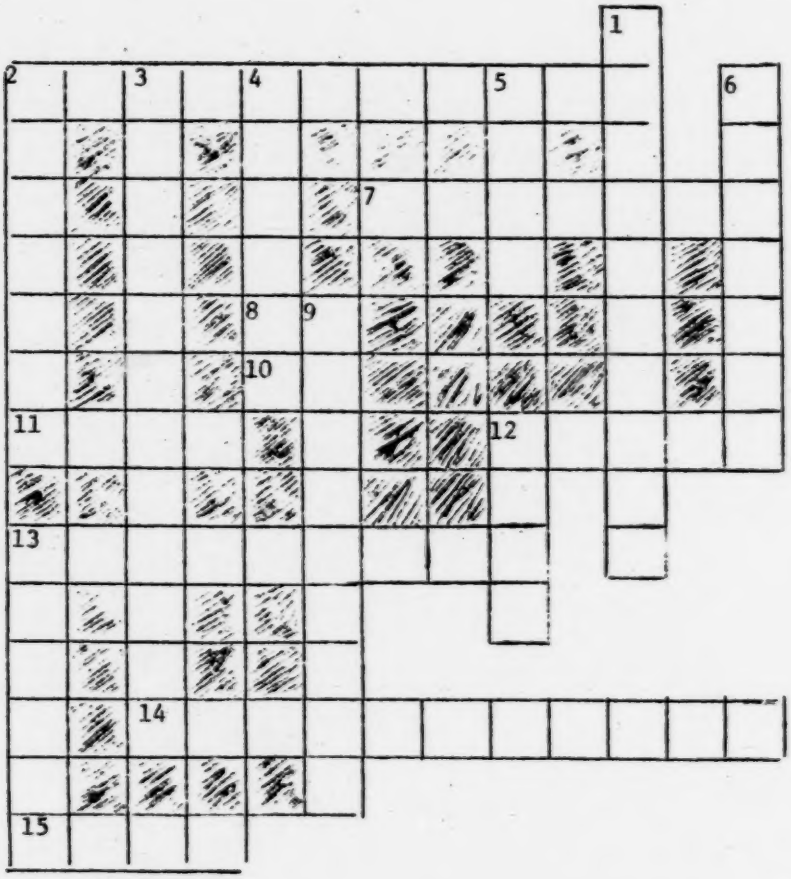
The observer or evaluator can record on the record above: (1) the number of times each group member responded; (2) the number of statements each member directed to each other participant; (3) the number of statements made to the group as a whole (arrows terminating inside the circle); and (4) the total number of verbal statements made during the time observed.

The observer can record other kinds of information in the margin, such as vying for leadership, hostile comments, questioning, etc., as well as objective data.

A number of conclusions might be made about the above objective data, such as: (1) Tom and Sam spoke more than the other members; (2) Dot did not speak, etc.

GROUP DYNAMICS CROSSWORD PUZZLE #1

(For Warm-up Exercise in Dyads)



SEE ATTACHED PAGE(S) FOR DEFINITIONS.

DIVISION OF RACE RELATIONS, Memphis City Schools, February 23, 1972 Workshop . . .

By B. E. Gilliland

ACROSS

2. Person who protects the belonging of each member of the group and encourages the group to achieve the group's goals efficiently.

7. Optimum duration of the effects of the group experience on individual members--in terms of permanence.

8. Evaluation Blank for assessing group functioning (abbr.)

10. Regarding (abbr.)

11. Group members should learn to _____ as well as receive.

12. A collection of persons who are no longer an aggregate.

13. The process of arriving at the decision of the group without either taking a vote or having the group leader decide what the group wishes to do.

14. The quality of communicating with each other freely, openly, naturally, and without fear or inhibition.

15. The group's aim or objective.

DOWN

1. To generate the maximum number of ideas or suggestions in a free-wheeling group where no judgment or criticism is allowed.

2. Elusive quality (other than rational, abstract thinking) upon which effective group functioning is based.

3. A dynamic characteristic, achieved in a group's functional life, which indicates that the group is capable of sticking together and accomplishing its goals--despite normal levels of stress and distraction.

4. This person may be democratic, autocratic, laissez faire, or group centered carrying out responsibilities in the group.

5. Name of an ad hoc group which has been assigned a clear and specific goal to achieve.

6. Any group of people regarded from the point of view of any of its members as contrasted to all outside groups.

9. Phenomenon of being or feeling wanted by the group.

12. The main point of a question being considered by the group or the essence of the matter.

13. A sense of unconditional positive regard or prizing of group members for each other as persons.

ANSWERS TO GROUP DYNAMICS CROSSWORD PUZZLE #1

ACROSS	DOWN
2. Facilitator	1. Brainstorm
7. Lasting	2. Feeling
8. E. B.	3. Cohesiveness
10. Re	4. Leader
11. Give	5. Task
12. Group	6. Ingroup
13. Consensus	9. Belonging
14. Spontaniety	12. Gist
15. Goal	13. Caring

PERSONAL GROWTH SESSIONS

The purpose of personal growth sessions is to help individuals grow personally so that they will be better able to apply skills in counseling and group processes. The goals of the sessions will be learning about one's self, understanding one's self, accepting one's self, developing a positive self-concept, and improving interpersonal relationships with others. The methods involved will be experiential. The following kinds of activities will be included under the heading of personal growth sessions:

1. Personal growth exercises. Most of the personal growth exercises will be activities with a structured beginning. Many of these structured-beginning activities will be listed in the section, "Helping Children Through Sharing." In general the same kind of activities will be appropriate for helping adults express themselves as those which help older children express themselves.

   A brief example will serve to indicate why these exercises are primarily structured-beginning activities. A facilitator or group leader may say the following: The following exercise is designed to help you get out of your patterned ways of thinking. I'd like for you to think, 'If I were a piece of furniture, what piece of furniture would I be?' When you have a piece of furniture in mind, share it with others in your group. Their task will be to help you discover what your choice says about your own personality or value system" It is obvious that the instructions are simple, direct, and open-ended. How much the individual members get from the exercise depends on how much individuals give themselves to the activity, how open they are to exploration, how free they are to interact, and the facilitative qualities of members in the group. There are no right answers, no wrong answers, no evaluation devices. If the discussion moves from the assignment to another personal-interpersonal area for exploration, it is allowed to do so. Only the beginning is structured.

   Other personal growth activities may be oriented toward exploration of interpersonal behavior. For example, in conducting a space laboratory, each member of a small group walks in turn toward each other member of his group, stopping at what he feels is a comfortable distance from each one. The group is asked to

note the observations they can make about distance and space. The group usually notes that different people require different amounts of space, that some people feel others are pushy when they are only adjusting space to their own requirements, that there are differences sometimes caused by a variety of factors such as difference in sex, race, height, vision, and other factors.

2. Unstructured sessions. In unstructured sessions small groups are asked to share their feelings, focusing on the here-and-now. Individuals who are not accustomed to sharing their feelings may find unstructured sessions easier after they have been involved in structured exercises. In the unstructured sessions, TRUST is followed by OPENNESS. OPENNESS leads to UNDERSTANDING. UNDERSTANDING leads to improved COMMUNICATION. The whole process can lead to a HUMANIZING of the interpersonal process. The key words from the above process spell TOUCH. Touching may be physical, but it may also be psychological.

   If the structured or unstructured activities are an hour or more in length, the facilitator is likely to suggest before the end of the session that the group members consider any unfinished business. A member who thinks something he has said may be misunderstood may use this opportunity to correct it. Another member may want to use the time to say that he really "felt" with someone as he tried to express himself. If a confrontation occurred and was not resolved, this may be the time to ask if there can be a resolution.

3. Feedback Activity. It is important for group members to learn to express themselves, to understand themselves, and to accept themselves. It is important for them to understand and accept others also. Somewhere in this process there will also be some feedback. In essence, feedback is a report of the message one member is getting from another. Sometimes it begins simply, "I hear you saying . . . " At other times it may be in the form of an exercise. For example, in alter ego an individual who believes he understands another quite well will stand behind him as the second participates in a group (behind whom are other alter egos). When the alter ego believes the individual in front of him is not saying what he wants to say, the alter ego says it for him. The alter ego also says how he thinks the individual is feeling from time to time.

HELPING CHILDREN GROW THROUGH SHARING

Robert E. Davis
Memphis State University

Children are by nature spontaneous and creative. They are open to the world around them, and they are aware of their feelings about the world. In an ideal situation children learn to understand themselves and develop their own values and goals, based on their interaction with the world. They can choose values and goals which are beneficial to themselves without interfering with rights of others.

Few children grow up in ideal situations, however, most children benefit from the help of adults in understanding themselves and in sorting out values. The purpose of this paper is to outline factors to be considered by counselors who help children in this kind of growth. The focus will be upon skills which help children understand themselves, accept themselves, take responsibility for themselves, and develop their potential. As children grow older, they find increasing amounts of freedom for themselves. If programs envisioned by this paper are successful, children will use their added freedom in constructive ways.

The Counselor in a Sharing Session

Children learn through their experiences. To learn how to deal with their emotional development, they must feel their emotions, share them, explore them, and learn from them. A sharing session is a small group meeting in which children can talk about these aspects of their lives. Of course, children do share their feelings with their friends outside school and home. Such informal sharing can be helpful or harmful. The presence of a competent counselor at sharing sessions in school offers the following advantages:

1. The counselor can help children express themselves more accurately.
2. The counselor can protect children from harmful comments from others.
3. The counselor can protect the right of each child to express himself and his right to withhold what he does not wish to share.
4. The counselor can respond in ways which can help children explore their thoughts and feelings and reach their own decisions.
5. The counselor can serve as a model from whom children can learn helpful ways to respond to others.
6. The counselor can serve as a model to demonstrate respect for others, including respect for divergent opinions and values.

Principles for Sharing Sessions

In the following pages of this paper several small group activities will be suggested. The counselor who works with children in these or other activities may find the following principles helpful:

1. It is helpful for the counselor to respond to the feeling expressed by children. "She didn't mean it, but her comment really hurt, rather than "Oh, I wouldn't worry about that." "You really feel strong about that wish" rather than "You spent too much time telling us that wish." Appropriate responses to feelings let children know the counselor understands such responses also help children explore their feelings.

2. It is helpful to design sessions which promote positive expression of feelings rather than negative expression of feelings. There may be frustration, anger, and hurt expressed in any sharing sessions. These negative feelings arise naturally and can be accepted and explored in the same way that positive feelings are explored. However, it is usually not necessary or appropriate for the counselor to plan sessions to focus on the negative. An announcement of a session on "How My Feelings Were Hurt" is likely to be threatening. The threat may cause children to be defensive and fail to participate. A session on "How Others Have Made Me Feel Good" can offer the opportunity for children to learn behaviors that are socially constructive. Within the session someone may want to say what hurts his feelings. At that point the feeling can be accepted and dealt with.

3. The ingredients of warmth, empathy and genuineness are just as important in sharing sessions as they are in counseling. Children are more responsive to adults who care for them (warmth). They will express themselves more fully to adults who show understanding and acceptance (empathy). They dislike phoneys and prefer to relate to adults who demonstrate that they are real people (genuineness).

4. It is important for the counselor to trust the children and to trust the process. If the counselor insists on providing answers to every question which arises, the children may marvel at him, and he may feel good about himself. But nothing more happens with such an academic exercise. Children need to be free to explore, really explore, those things which are of concern to them. Children will be responsive to attitudes and opinions of peers who care. As responsible peers express their ideas, children will listen and consider their opinions. As counselors demonstrate trust in children being able to work things out, children tend to respond to this trust. These and other factors don't guarantee that everything will work out satisfactorily. They do offer more meaningful possibilities for real growth than are offered by a series of prescribed answers by counselors.

5. It is helpful to focus on the here and now. It is more appropriate, and just as helpful, to talk about feelings which are occurring in the school today than it is to talk about what happened at home. The situation and interrelationships in a school are constantly shifting and there is never a shortage of data to talk about.

Creative Exercises

A sharing session or personal growth session consists of a small group which talks freely about attitudes, values, and goals. They work on understanding, acceptance, goal-setting, and interpersonal relationships. There may be only three or four children in a primary group and six to eight in a group of older children. Sometimes, a topic may be such that a whole classroom should be involved.

Since children are naturally spontaneous and expressive, it would seem that they should be able to move quickly into a sharing session. Sometimes this is so. It may be, however, that a group can benefit from some of the following exercises. Each of the following exercise is designed to help children begin to express themselves. Initial instructions are given. It is up to the counselor and the children to continue the process. Alternate plans are given for most exercises.

1. Wishes. This exercise helps children look at some of their own needs and desires.
   a. Think of (or write) three wishes for yourself. Now, let's move around the circle and share our wishes with others.
   b. If you could wish for a change in the way school is operated, what would you wish for?

2. I sentences. One or more of these forms may help children talk about themselves.
   a. Make a list of sentences which begin with "I can . . . ." Now, let's share some of these sentences.
   b. Look inside yourself. What are your feelings? You may feel happy, sad, hopeful, or you may have several different feelings. As we move around the circle I want to ask each of you to make some sentenc that start with "I feel . . . "

3. Word pictures.
   a. Help me make a list of words on the chalkboard that can tell about people - words like "happy," "sad," "scared," "friendly." I'll write them as you call them out. . . . Now I'd like for each of you to write the words which tell about you. . . . Now I'd like for you to circle the words which tell most about you. . ... I wonder if someone would volunteer to share a few of the words you chose and tell us why you chose them.
   b. Think of three words that tell what kind of person you are. Now I'd like to share some of your words.
   c. Take this card and write the words "Who Am I?" at the top. Now, I'd like for you to answer that question as well as you can on the card. Tell me as little or as much as you feel like sharing. ... Now I'd like for you to share some of what you wrote with others here. You may share as much or as little as you like.

4. Button Puppets. Some children are aided in expressing themselves if they have something to help them express themselves. Clay, paint, toys, dolls, and puppets may be helpful. Button puppets are simple hand puppets made from scraps of cloth, with buttons for eyes, nose, and mouth. The expressions should be similar on all puppets and ambiguous.
   a. I have a box of puppets here to fit over your hands. Pick out a pupp

you might like. Give him a name and decide what he is like. ... Let's go around the circle now and let each person tell the name of his puppet and what he is like. ... Are many of you like your puppets? In what way?

b. We can make our puppets have different expressions by moving our fingers and thumbs around. Can you make your puppets sad? Happy That's good. What other expressions can you make?

c. We have five puppets here made from identical red cloth. They ar all exactly alike. Let's talk about what it means to be alike. it good? Is it bad? Here is my puppet. It's striped. How are your puppets going to treat my puppet? How is my puppet differen How are people different? How shall we treat people who are different?

5. Strength List. This exercise is designed to build on strengths instea of weaknesses. It is designed to allow a person to receive positive feedback from others, hopefully improving his self-confidence.

a. We are going to talk to each of you in turn, telling you what we believe are your strong points, your good points. Do we have a volunteer to be first? Good. Johnny volunteers. What do you believe are Johnny's good points. Look at him and tell him.

b. I'd like for you to list your strong points on this paper I'm giving you. Whatever you think your strong points are, please list them. Then we'll get others to react to what you think. ... Now, let's put your list in the middle so everyone can see it. Would anybody like to add a strength to this list? Good. Is there anyone who would like to agree with points on this list? If you agree with any item on this list, please place a check by the point you agree with.

6. Expressive Practice. This exercise gives people practice in saying h they feel and what they think about things. It is good in the event a group or a member needs to learn how to express something they are weak in expressi Some examples appear below.

a. How would you tell someone he had upset you? Can you do this without upsetting him?

b. How do you let someone know you like something he does or says? Let's think of something we like about somebody here and practice expressing our positive feelings.

c. Can you express anger in a way that isn't harmful?

7. Creative Activities.

a. Bulletin board assignment. Think of a message you'd like to send about how to get along with people. Then decorate the bulletin board to get the message across.

b. Name tags. We have scissors, paste, magazines, cards, ink, paint, and pins. Make an unusual name tag for yourself that tells something about you. Later we will share what the name tag is supposed to say.

c. Picture projection. I have a picutre from a magazine on this poster board (ambiguous picture). Think a minute about what might be happening. ... Now let's see what each of you thinks is happening.

d. Picture story. Let's tell a group story about this picture. Someone can volunteer to start by telling what he thinks is going on.

e. Picture choice. I have a number of magazine pictures posted on the wall. I'd like for each one of you to tell which picture you like and why.

8. Goal Setting.
   a. I'd like for each of you to think of what you believe is important and share it with others. ... Now I'd like for you to share some strengths, some things you can do. ... Now I'd like for you to think of something you'd like to accomplish in the next week. Make it simple. All right, now write down what you would like to accompli Now let's share it with others to find if it's something they believe we can accomplish in the next week. ... Now, each of us has a goal he can accomplish in the next week. Next Friday we will check to see how we fared.
   b. What is one thing you would like to accomplish? OK. Now what is one small step you can make toward that goal? Make it a small step and decide when you can do it. ... OK. Now let's talk about the goal you had last week. Did you reach it? Did you decide it wasn't important? Let's work on getting a goal that is reasonable, one that we can reach in the next week.

9. Responsibility. Children can be asked to make a list of things they are responsible for, starting with simple things like feeding themselves and moving through cleaning up their own room and their performance at school.
   a. Which responsibilities do you fill well? Which ones do you not mind? Who decides what you are responsible for? Who are you responsible to? Who decides your responsibilities?
   b. In what ways are you responsible to others?

10. Topic Discussions. Topic discussions or rap sessions are usually better if children have a voice in deciding what topics to discuss. Some sample topics are listed below. You will want to add to the list.
   a. What kind of clothes should girls (boys) wear to school? Why?
   b. Should we have to say "Yes ma'am" and "No ma'am"?
   c. How do you make friends and keep them?

June, 1972

GUIDELINE FOR PERSONAL GROWTH SESSIONS

The participants will ultimately determine how successful any personal growth session will be. Appropriate structure, warmth, and empathy can overcome barriers to self-disclosure and self-acceptance, but nothing can overcome extreme reluctance. The following guidelines then are proposed as aids to successful growth sessions.

1. Everyone is allowed to participate and encouraged to participate. Members are allowed to participate in the way that they can and to the extent that they can.

2. No one is forced to participate or to participate beyond the limits of his tolerance.

3. Expression is honest and open. It is not a necessity for members to express deep, private feelings. It is a necessity for the feelings that are expressed to be real feelings.

4. Members do not attempt to control others. The values and attitudes of each member are respected.

5. Members listen to what every member says. They listen for his feelings at least as much as they listen for his content.

6. Members care for others in the group. No one can decide how he feels about others; but the development or existence of some positive feeling of members toward each other gives the group strength to cope with whatever occurs.

7. Focus in on the "here and now." There is enough data developed through group interaction to provide for growth and understanding. It is not necessary to deal with information from another-time-another-place.

8. Everything said in the group is confidential. It is private to the group. A member may share outside the group what he has shared inside the group, but he may not share what someone else has said in the group.

9. Members express feelings and values. They do not spend time talking "about" feelings and values. Only as feelings and values are directly experienced and understood can a person begin to make appropriate changes in them if necessary.

10. Changes in individuals are those which the individual initiates and determines to be appropriate.

11. Confrontation is not the method of choice. Confrontation may not only make a confronted individual defensive, it may also make other group members less expressive.

12. Focus is on positive rather than negative experiences. Positive experiences tend to free individuals. Members who experience the sense of freedom can be more creative and productive.

13. As negative experiences do occur, members may learn from them. With a backlog of positive experiences, members will not need to be defensive. Thus they may be more open to dealing with the negative experiences. (The negative experiences which do occur will do so from interaction of group members and not from planned activities.)

14. Status distinctions which may be important in other situations are left behind for group activities.

15. Nobody is responsible for the group and everybody is responsible for the group. The group is free to do as it determines appropriate. Everyone is responsible for the success or failure of it.

16. No one has special rights in the group. The facilitator may respond more in early stages of the group because he is contributing his skills. Others will be more effective facilitators as the group progresses. The group can always override the direction set by the facilitator if it wishes.